

SAS® EVAAS®

ROSTER VERIFICATION FAQ

FALL SEMESTER 2013-2014

1. What is the purpose of the EVAAS Roster Verification process?

The purpose of this process is to allow schools and teachers the opportunity to more accurately document the linkages between teachers and individual students in preparation for determining each teacher's Standard 6 rating in the NC Educator Evaluation System. Since the assignment of students to teachers in PowerSchool may not always reflect the nuances of which teacher(s) are actually instructing which students, this process is an effort to fine-tune those data so that student achievement growth is tied to individual teachers in the fairest and most accurate way possible.

2. Who participates in the roster verification process?

Teachers who serve as teacher of record or those support teachers who have direct instructional responsibility for a student in classes in which End-of-Course (EOC) assessments, End-of-Grade (EOG) assessments, Career and Technical Education (CTE) exams, and/or NC Final Exams are administered, should participate in Roster Verification. This includes teachers such as AIG, ESL, EC, and other specialists who meet these criteria should complete the roster verification process.

Teachers who are not being evaluated under the NC Educator Evaluation System should not be included in the Roster Verification process, with the exception that rosters for teachers who have left the district may be included to make sure that instructional responsibility for those teachers is captured.

3. Is class size a factor in whether or not to complete the roster verification?

No. Class size does not impact whether or not a teacher participates in roster verification. The determining factor is whether the teacher instructs students in a content area with a state assessment (EOC, EOG, CTE Exam, NC Final Exam).

4. Are long-term substitutes included?

No. Substitutes do not participate in Roster Verification. In cases where a long-term substitute was employed, this may result in some students being underclaimed (less than 100%) in the **Your % of Instruction** column, and this is acceptable.

5. How should teachers claim instructional responsibility for students who are in in-school suspension (ISS) settings?

If a student is in an in-school suspension classroom for some period of time, the instructional responsibility for that student should remain with the Teacher of Record. The exception to this would be if an ISS teacher is delivering instruction to that student in the tested curriculum area, in which case the ISS teacher would also complete Roster Verification and claim partial instructional responsibility for that student.

6. If a district is not administering social studies and science NC Final Exams in classes where a teacher already has EVAAS data from reading and math EOGs, does the teacher need to complete a roster for those subjects/students?

No. Teachers only need to complete rosters for those subjects they teach in which state tests are administered.

If teacher rosters appear for courses in which no state test is being administered (e.g., 4th grade social studies, French III, AP courses, etc.), those rosters can and should be removed by the principal.

7. How should LEAs factor in teacher absences when completing the roster verification Instructional Availability?

Approved extended teacher absences will be entered in the Instructional Responsibility calculations when the absences reach:

- 20 or more consecutive days in a year-long calendar
- 10 or more consecutive days in a semester block schedule 37 or more non-consecutive days in a year-long calendar
- 19 or more non-consecutive days in a semester block schedule

The number of days of extended absences will be incorporated into the **Your % of instruction** column in the Roster Verification teacher rosters.

For example: A teacher who teaches a 60 minute math class in a 185 day calendar, year-long course and is away for 25 consecutive days on family leave.

Because this approved leave meets the guideline of 20 or more consecutive days in a year-long calendar, she should reflect that time away from instruction in the **Your % of Instruction** column in Roster Verification.

To figure out the percentage she should enter in the **Your % of Instruction** she should start by adding up the total number of minutes of instruction possible for the particular subject area.

In this example, the teacher should multiply 185 days of instruction times 60 minutes a class = 11,100 total minutes of math instruction possible for the year ($185 \times 60 = 11,100$).

Next, the teacher should determine how many minutes someone else provided the instruction to the students in her absence.

In this example, the teacher was gone for 25 consecutive days and each class period was 60 minutes ($60 \times 25 = 1,500$ minutes). Someone else provided instruction to her students for 1,500 minutes.

Next, the teacher should subtract the minutes someone else provided the instruction from the total possible instructional minutes to determine how many minutes she provided instruction ($11,100 - 1,500 = 9,600$ minutes).

Finally, the teacher should divide the minutes she provided instruction by the total possible instructional minutes to get her **Your % of Instruction** calculation and enter it in the **Your % of Instruction** column ($9,600/11,100 = 86\%$).

This example assumes that the teacher is not sharing the responsibility for teaching her students with anyone except the substitute(s) that taught her students in her absence. Since Roster Verification is not applicable to substitutes, the teacher is the only one claiming instructional responsibility. It is fine in this case for students to be claimed in the **Your % of Instruction** column for less than 100%.

For additional examples related to calculating % instruction with teacher absences, go to the [EVAAS website](#) or the [NC DPI Educator Effectiveness website](#).

8. Is there a Teacher of Record for virtual courses, internships and other credit bearing course/sections in which the teacher is not an employee of the district or school?

NCVPS teachers do not participate in the roster verification process. Other courses provided by online providers (e.g., OdysseyWare, Quest Academy, NovaNet, etc.) are also not included in Roster Verification.

9. Do teachers of Advanced Placement (AP) and International Baccalaureate (IB) courses need to participate in roster verification?

No. Since AP and IB courses have different standards and are not tested with state assessments (EOCs or NC Final Exams), teachers of AP and IB courses do not complete rosters for those courses.

10. If teachers work with students on below grade-level skills in courses in which the students will be assessed using one of the state assessments, should the teacher still claim instructional responsibility for the student?

Yes. If the work with students increases the knowledge and skills necessary to be successful in mastering the content standards on which students are being assessed, they should claim that student and reflect the percentage of that student's instruction that they are delivering.

11. What should teachers do if they were hired after the school year already started and did not teach their students for the entire year/course?

In those cases, the teacher should reflect the percentage of the year when he or she and the students were assigned to each other. The teacher can refer to the charts provided by NCDPI for assistance in finding this percentage. On the chart, the teacher will find the day of the school year that they began teaching the students and the corresponding percentage of the year. They will then enter this percentage in the **Student + Teacher Assignment** field.

12. What should teachers do about students who are on their rosters but are not actually in their class?

Those students can be deleted from the roster.

13. What should teachers do about students who are missing from their rosters?

Teachers can add students to a roster by using the **Add Student** function.

To add ONE student to a roster:

1. Click on the roster name to open the roster.
2. Click **Add Student**.
3. Enter the student's last name and click **Submit**.
4. EVAAS displays all students on the school's membership list who match the name entered. Locate the student in the list of found students, and click the box next to the student's name.
5. Click **Add Selected Students**.

To add SEVERAL students at once:

1. Click on the roster name to open the roster.
2. Click **Add Student**.
3. Leave the name and student ID fields blank.
4. Restrict the search by school if available.
5. Click **Submit**.
6. EVAAS displays all students on the school's membership list. If needed, click **Grade** at the top of the grade column to sort the list by grade.
7. Click the box next to each student you want to add.
8. Click **Add Selected Students**.

14. What should teachers do if they are trying to add a student to their roster and EVAAS says that the student cannot be found?

In those cases, double-check that you have spelled the student's last name properly. If it is correct and the student still cannot be found, try to search for just the first few letters of their last name, leave the student ID blank, and choose **All Schools**.

Note: students who enrolled in your district after January 1st, 2014 will not be available in student search, and do not need to be included in Roster Verification.

15. What should teachers do about students who are on their rosters but who have been placed in a homebound or home hospital setting?

If another teacher is providing the instruction to the student, the teachers will share responsibility for the instructional responsibility and each teacher should claim their percentage in the **Your % of Instruction** field.

16. What if high school CTE teachers don't see all of their classes listed in Roster Verification?

Not all high school CTE classes are involved. There is no roster verification process required for courses whose post-assessments are field tests, for example, or those whose post-assessments are provided by a third party organization. Refer to the list of CTE assessments for which roster verification needs to be completed, located on the [EVAAS website](#) or the [NC DPI Educator Effectiveness website](#).

17. Do principals have to wait until the end of the Teacher Window to start signing off on teachers' roster verification information?

No. Principals will be able to sign off on teachers' rosters as soon as the teachers submit their rosters to the principal anytime during the Teacher Window.

18. During the Principal PREVIEW Window, does a principal need to be sure that the students listed for the teacher/course are the correct students for that particular teacher/course?

Not necessarily – the teachers will be able to do that. The principal should just be sure that the teachers are listed with the correct courses/subjects. You can verify individual students if you would like, but the teachers will be able to do that themselves during their window.

19. What if a teacher fails to complete the roster verification process by the close of the teacher window?

When the window closes, the teacher's roster will be automatically submitted to the principal for approval "as-is." If the teacher is not finished or if the principal requires changes before approving it, then the roster can be sent back to the teacher for additions/corrections.

20. How is student daily attendance addressed in Roster Verification?

Student daily attendance is not part of the EVAAS growth model and does not factor in at all in the roster verification process. Teachers should NOT adjust their data to account for student absenteeism, ONLY for extended teacher absences.

21. Should students who are not in membership for the entire year in a school be included in the teacher's roster?

Yes, all students should be reflected in the roster verification process. Teachers should account for all students in Roster Verification. Adjustments to enrollment are made in the Student + Teacher Assignment column. Ultimately however, for 2013-14, any student who does not accumulate 140 days in membership

at the school by the first day of testing (or 70 days per semester in a block-scheduled school) will be excluded from the EVAAS analyses, and therefore will not impact a teacher's Standard 6 rating.

22. What should teachers do when/if a student is moved from one class to another during the year?

Teachers should reflect the percent of time the student was in their class in the **Student + Teacher Assignment** column on their rosters. For example, if a student moves from one 4th grade math class to another 4th grade math class within the same school on January 2, the receiving teacher's **Student + Teacher Assignment** would be 50% and the **Your % Instruction** value would be 100%, because the teacher taught the student 100% of the time that the student was in her/his class. The teacher who taught the student in math up until January 2 would claim the other 50% of **Student + Teacher Assignment**.

A Student + Teacher Assignment worksheet that provides teachers with the percentage to enter into the **Student + Teacher Assignment** column for the student based on the day the student was enrolled in the teacher's class/caseload is available on the [EVAAS website](#) and the [NC DPI Educator Effectiveness website](#).

23. How does the your % of instruction get calculated if a student is being regularly pulled out during core instruction?

If students are being pulled out from some portion of regular core instruction in a tested subject/course to receive other services, then the teacher of record should reduce her/his percentages for that student to account for that.

Example: If a student is being pulled for the last 15 minutes of a 60-minute language arts block every day in order to receive services unrelated to language arts (i.e., occupational therapy, etc.), then the teacher should take the total amount of instruction the student should be receiving in language arts instruction per day and subtract that amount of time that the student is not receiving the instruction due to the unrelated activities ($60 - 15 = 45$). Then the teacher would divide the 45 minutes of instruction given by the total number of minutes the student should be receiving the instruction ($45/60=75\%$) to account for the fact that the student is not available to the teacher for instruction for that other 25% of the time. The student in this case would be under-claimed at 75% because the student is receiving less than the normal amount of instruction available to all other students.

24. How does a teacher determine their percent of instruction if they share responsibility for a student?

When more than one teacher is sharing responsibility for a student's instruction, the teachers will need to decide on the percentages that each is responsible for the student's instruction. Since any particular student can only have 100% of instruction, the total of the individual teacher's percentages for that student cannot exceed 100%. The teachers will need to reflect the time they individually provide direct instruction to the student.

Example: If a teacher teaches English for a full semester to a student who was in the class all semester, and the EC teacher co-taught the student during that period, the **Student + Teacher Assignment** of the English teacher for that student would be 100% (% of time available to the student), but the **Your % of Instruction** would be 50% and the EC teacher would be the same (100% for **Student + Teacher Assignment** and 50% **Your % of Instruction**). Why? The English teacher and the EC teacher were available to instruct the student the whole semester, but they shared responsibility equally for the instruction.

25. What do teachers do when a student is receiving core instruction from the Teacher of Record in the regular time slot during the day, but then has an elective period or other supplemental period during the day where they receive extra instruction over and above the normal amount for students in their grade/course?

When additional instruction in a tested subject is provided beyond the time in the regular classroom, the Teacher of Record and the additional teacher(s) should share instructional responsibility for that student in Roster Verification.

Example: A student gets 60 minutes per day of math instruction with the math teacher (60 minutes a day time 5 days = 300 minutes of math per week). A math specialist provides additional math support for 40 minutes per day (40 minutes a day time 5 days = 200 minutes of math per week). The student receives 500 minutes per week of math instruction.

The math teacher provides 300 of the 500 minutes of math instruction per week ($300/500 = 60\%$) and the support teacher provides 200 of the 500 minutes of math instruction per week ($200/500 = 40\%$).

26. During the teacher portion of the process, what should be entered in the teacher roster fields: Student + Teacher Assignment and Your % of Instruction?

The Student + Teacher Assignment field indicates the proportion of the semester or school year that the teacher and student were assigned to each other.

The **Your % of Instruction** field should reflect the percentage of the semester or school year that the teacher taught the student this subject. If another teacher or specialist was responsible for some of the student's instruction in this subject, the percent of instruction should reflect each teacher's appropriate percentage. The sum of the teachers' percentages must be less than or equal to 100%.

Example: If a teacher teaches Biology for a full semester to a student who was in the class all semester, the **Student + Teacher Assignment** (percent of the semester that the student was enrolled in the teacher's Biology class) would be 100%. **The Your % of Instruction** would also be 100%. Why? Because the student was enrolled in the teacher's class and the teacher did not share instructional responsibility with another teacher for the instruction of that student.

27. How can teachers and administrators access additional resources to assist in understanding the roster verification process?

SAS and NC DPI have recorded webinars posted on the [EVAAS website](#) and the [NC DPI Educator Effectiveness website](#), as well as online Help when viewing Roster Verification.